



# The promotion of regional and inter-regional cooperation by the UNEVOC network in sub-Saharan Africa

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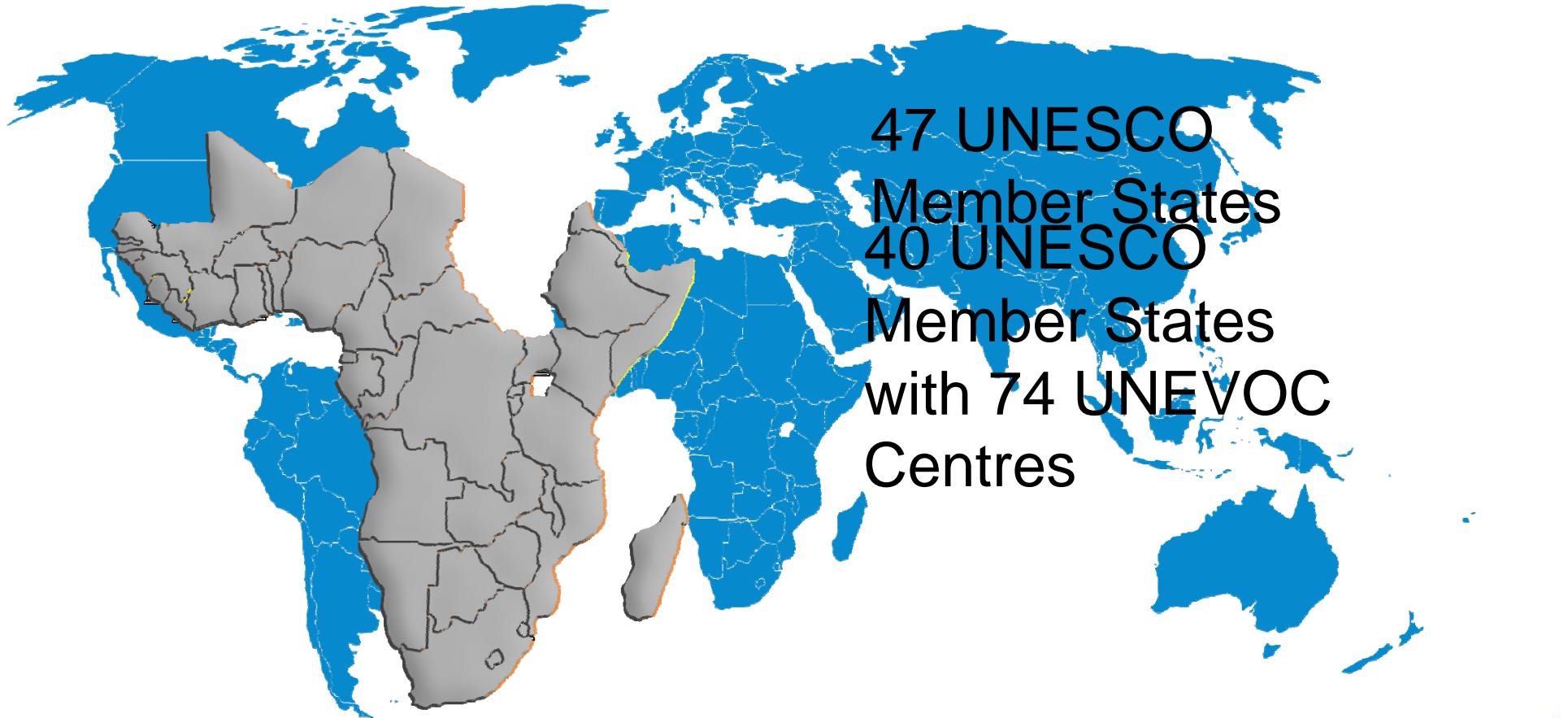


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# Sub-Saharan Africa



47 UNESCO  
Member States  
40 UNESCO  
Member States  
with 74 UNEVOC  
Centres

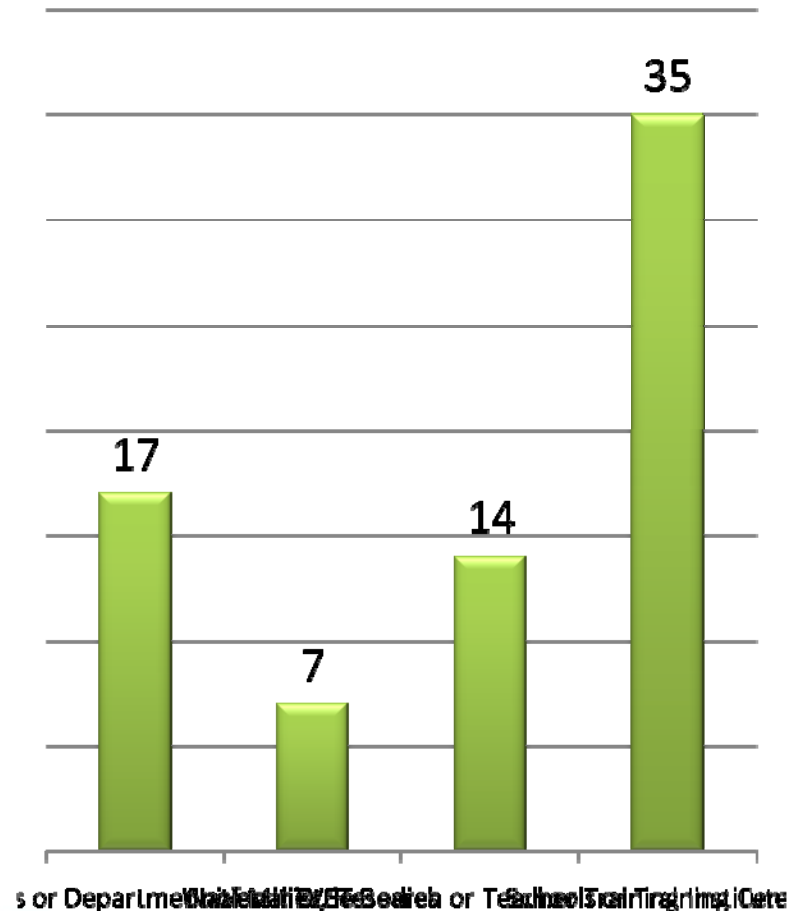


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# Networks in sub-Saharan Africa

- 74 Centers in 40 UNESCO Member States
- 34 in ECOWAS & ECCAS countries
- 40 in SADC & EAC countries
- Most countries have only 1 center but a few have as many as 3 or 4 (e.g. CAR, CI, Ethiopia, Kenya, Malawi, Uganda, Zimbabwe)



## Some recent UNEVOC activities in the region

- Sub-regional meeting on the role of UNEVOC centers in supporting TVET Plan of Action of the AU 2<sup>nd</sup> Decade of Education (Nairobi, 2011)
- Sub-regional conference on the reform and development of TVET (Maputo, 2009)
- UNESCO-UNEVOC TVET summits: eLearning Africa (Zambia, Kenya, Ghana, Dar es Salaam, Benin)
- ECOWAS/IATT meetings on TVET (2009, 2011)
- Grants to BOTA (Botswana) and TEVETA (Zambia) to study and document HIV/AIDS experiences in TVET
- Project on role of TVET in building livelihoods in post-conflict countries (Liberia, South Sudan and Uganda)
- TVET leaders study tour to Mauritius to learn from the Mauritian experience in NQFs and CBT in TVET



# Importance & potential of the networks

- Current regional dynamics in area of TVET:
- ECOWAS/UNESCO-BREDA Inter Agency Task Team (IATT) on TVET in ECOWAS sub-region
- TVET cooperation in UEMOA sub-region
- UNESCO-SADC initiative on TVET
- TVET Plan of Action of the AU 2<sup>nd</sup> Decade of Education
- UNESCO-Nigeria TVE project
- ADEA /ICQN (Inter Country Quality Node) on TVSD
- Experience-sharing and TVET planning in the African context
- Promoting "best practice"
- Developing NQFs/RQFs
- Promoting poverty reduction strategies through TVET



# Challenges and recommendations

- Empowering the UNEVOC centers to be more effectively engaged in national and regional TVET policy formulation and implementation
- Getting the Centers more involved in regional initiatives (IATT, ICQN on TVSD, SADC, etc.)
- Promoting ICT in TVET
- Conducting policy reviews and publishing policy briefs on TVET in Africa
- Supporting TVET research in Africa
- Supporting development of NQFs/RQFs
- Contributing to efforts by AU, UNDP, ILO on harmonization of LMIS and TVET information system indicators in Africa
- Leverage support of governments to UNEVOC centers
- Strengthen the e-Forum with more African TVET experts and practitioners







# Role of UNEVOC Centres in the Arab region in influencing national policy

Aboubakr A. Badawi

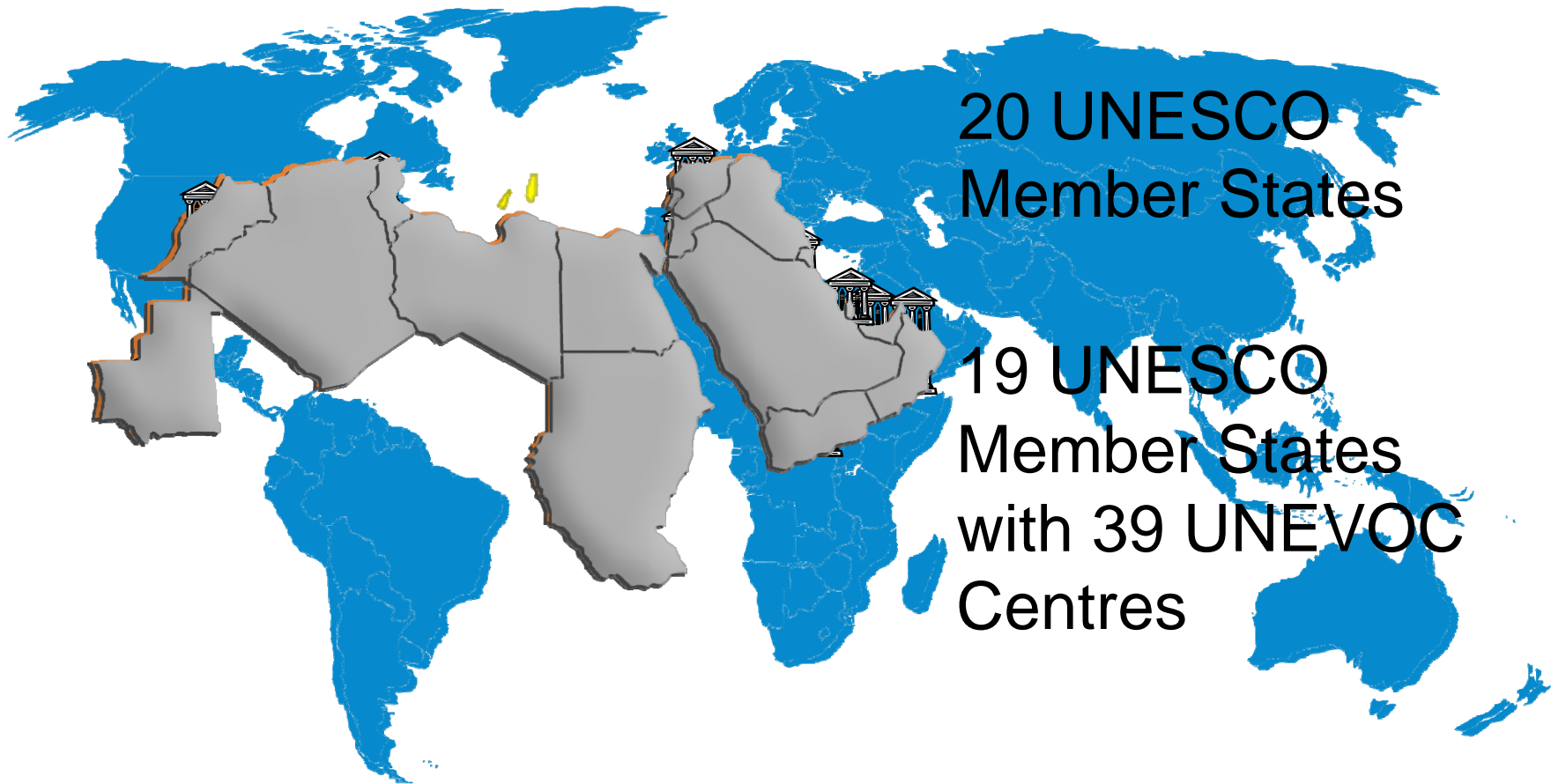


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# Arab States



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# High Potential to Influence Policy

- **13** Ministries and Departments + **6** National Bodies + **12** Universities and Research (31 out of 39);
- **Huge investment** and considerable **expansion** and **Quality** in TVET in most countries;
- Involvement of the **donor community** and **Technical Assistance** agencies;
- Calls for **Evidence-based policies**.



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# Major Previous policy-Influence

- Promoting Regional Cooperation policy through designing Joint Projects, Bi and multi cooperation and twinning (2002 till 2005);
- Promoting Private-Public Partnership Policy (PPP) for TVET Policy makers (December 2006);
- Promoting Entrepreneurship Education as skills for all (2009 – present);



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## Entrepreneurship As Basic Skill for All and national policy in Arab region

- **Bonn, Beirut** and **Network** members;
- (2 components):
- **Component 1**: the collection, systematization and dissemination of innovative and successful experiences of EPE from different countries of the region (2009–2010).
- **Component 2**: providing technical support for the development of strategic plans to facilitate the incorporation of the New concept of EPE in education systems (2010–2012).



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# Achievements

## Component 1 (2009-10):

**4** Country reports Egypt- Jordan – Oman and Tunisia  
+ **1** Regional Synthesis;

## Component 2 (2011-12):

**3** projects in Jordan, Lebanon and Morocco;

**2** possible pipeline (Egypt and Oman);

• **Still Possibilities** for 2013-2014



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# EPE a Real Success

- Era of **multiple initiatives** (EFA, ESD, new millennium goals, Literacy decade, etc);
- Several **countries just introduced change**;
- Global **economic crisis**;
- **Reluctance** to add EPE initiative;
- UNEVOC (Bonn + Network) role (**Inform, Study the need and relevance, Convince, Assist and seek funding**).



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# Challenges & Recommendations

## • CHALLENGES

- Time since formulation;
- Involving stakeholders;
- National status and synergy;
- Clustering;
- Visibility;
- Research and Evidence;
- Financing;

## • RECOMMENDATIONS

- Re-Introducing;
- Open for Stakeholders;
- Promote Research;
- Improve ICT-based communications;
- Institutionalize Coop;
- Clusters;
- Face-to-face Commun.







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# Role of the UNEVOC network in promoting R & D in the Asia/Pacific region

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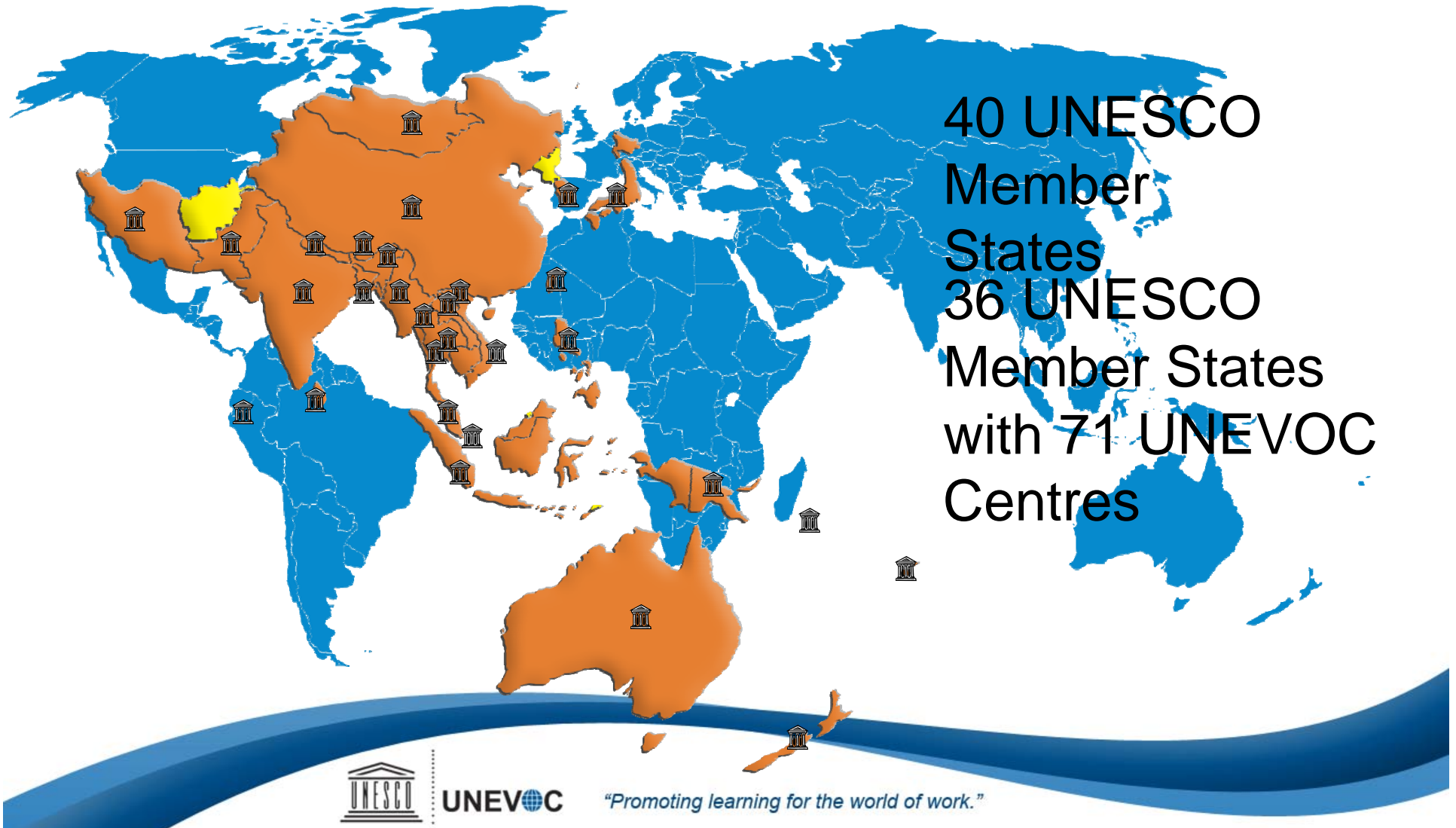


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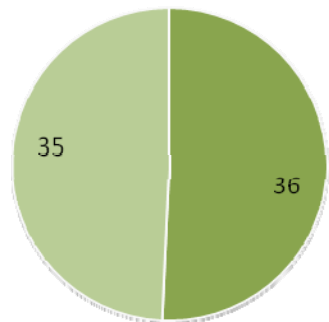
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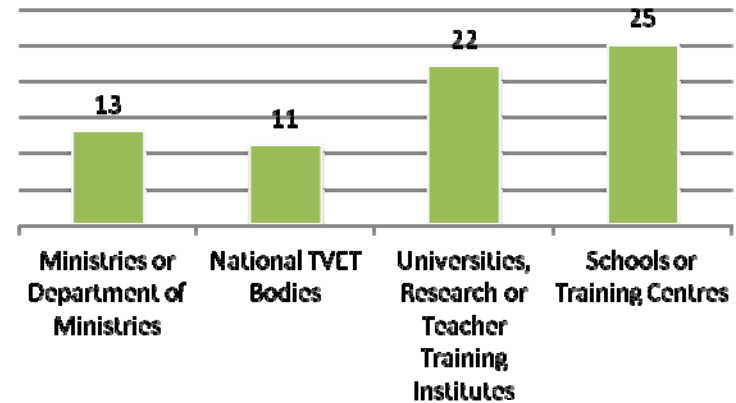
# Asia and the Pacific



# Basic Situation of UNEVOC Centres in UNESCO Member States in Asia and the Pacific.



■ Eastern and South-Eastern Asia sub-cluster  
■ Southern Asia and Pacific Islands



There are currently **71 UNEVOC Centres** in **36 UNESCO Member States** in Asia and the Pacific.

# The importance of the Network to produce and disseminate research

A basis to gather and analysis data

Good way to find typical TVET cases

Effective way to understand foreign countries TVET situation

Basic way to understand the laws of TVET

# The function of research in CIVTE

- **Policy consultation**
  - The formulation of Chinese VET law
  - The middle and long term education development program
- **Data collecting and analysis:**
  - Annual VET development report
- **Cases analysis**
  - Find good cases in the model of the combination of VET schools and enterprises;
  - TVET teacher's cultivation and training programs
- **International Cooperation and exchanges**

# Activities of UNESCO-UNEVOC and the UNEVOC Centres in the region over the past three years

- **Green and sustainable development and TVET;**
  - “Green TVET and Education for Sustainable Development”
  - TVET towards “Green Societies”: Implications for TVET
  - Education for Sustainable Development (ESD) in TVET
  - Lifelong Learning for Poverty Alleviation and Sustainable Development: Developing a Research Agenda for the Asia-Pacific
  - Transforming TVET for Meeting the Challenges of the Green Economy”

- **Skills Development for Poverty Alleviation**
- **TVET and Skills Development in Afghanistan**
- **“Effective engagement of UNEVOC Network in national responses to prevent HIV and AIDS in the scope of TVET”**
- **“School-to-Work Transition Information Bases in Selected Developing Countries of Asia and the Pacific” and UNEVOC Network meeting**
- **Preparing TVET Educators for the Next Generation**



# Challenges and recommendations

## Challenges

- **Produce**
  - Centers' professional abilities
  - Network Professional teams
- **Disseminate**
  - Professional language
  - Foreign language
- **case studies**
  - Network
- **Funding**

## Recommendations

- **Organize a TVET expert excellent team to provide guidance on research in TVET;**
- **Provide training programs or workshops to train researchers from UNEVOC centers**
- **Find funding and provide regular projects for TVET research**



# UNEVOC's Clearing house function: the case of Europe

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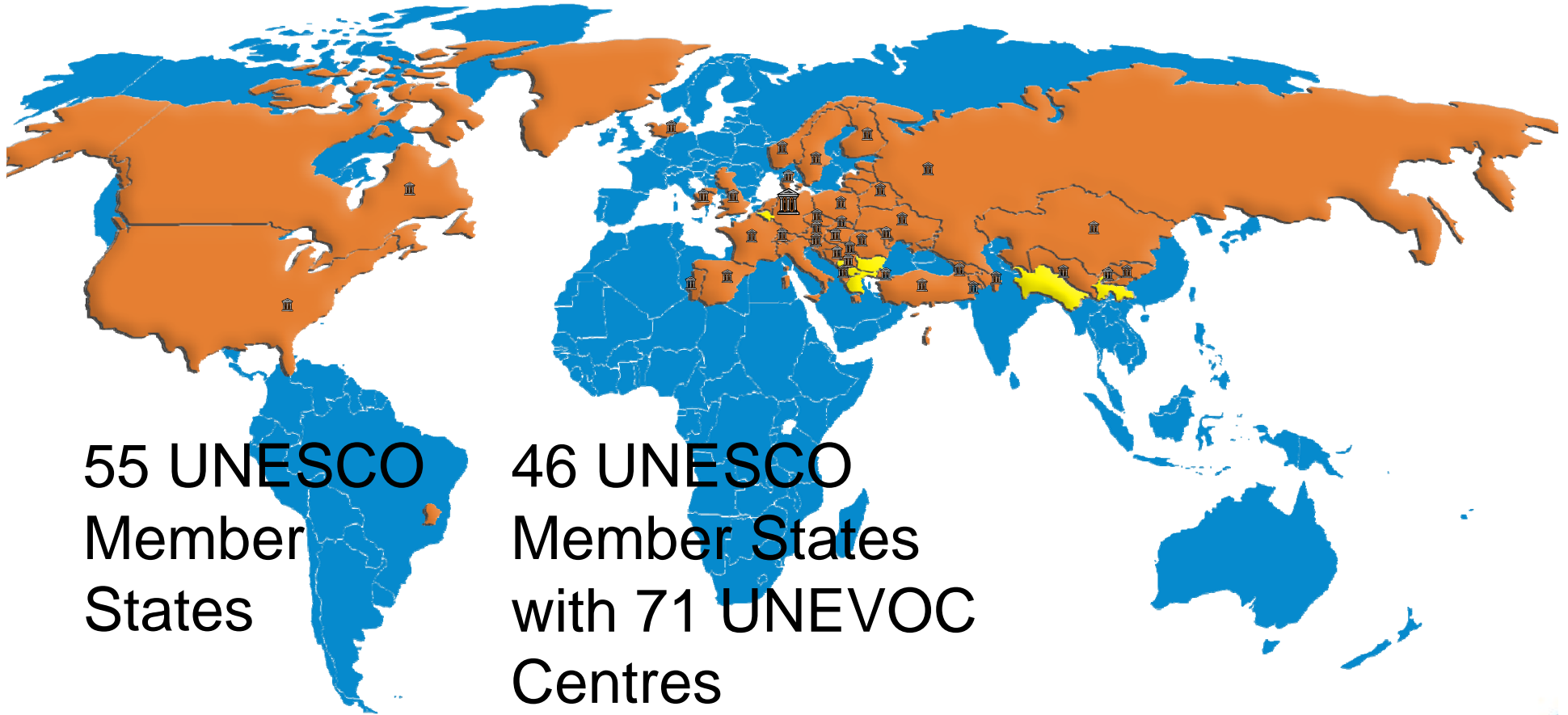


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# Europe and North America



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# Clearing House function

- Knowledge management, and dissemination
- What Knowledge?
- What Knowledge Needs Does It Meet?
- Who Are The Users?
- How is the Knowledge Shared



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# UNEVOC Publications shared in the Network

- Book Series Technical and Vocational Education and Training
- **TVET Best Practice Clearinghouse**
- UNESCO-UNEVOC Case Studies
- **Other publications**



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# Knowledge Management: Online

- Online database management
- Portals (UNEVOC Network Portal)
- Interactive, dynamic websites
- Other websites: BIBB in Germany, NCVET in Australia, CIVTE in China etc



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# Need for international linkages

- Potential of international cooperation and partnerships
- ILO, ETF, CEDEFOP
- Inter-Agency collaboration using the potential of the UNEVOC Network
- Development of TVET indicators at international level and the role of the Network



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# The role of UNEVOC in promoting the TVET community development in Latin America and the Caribbean

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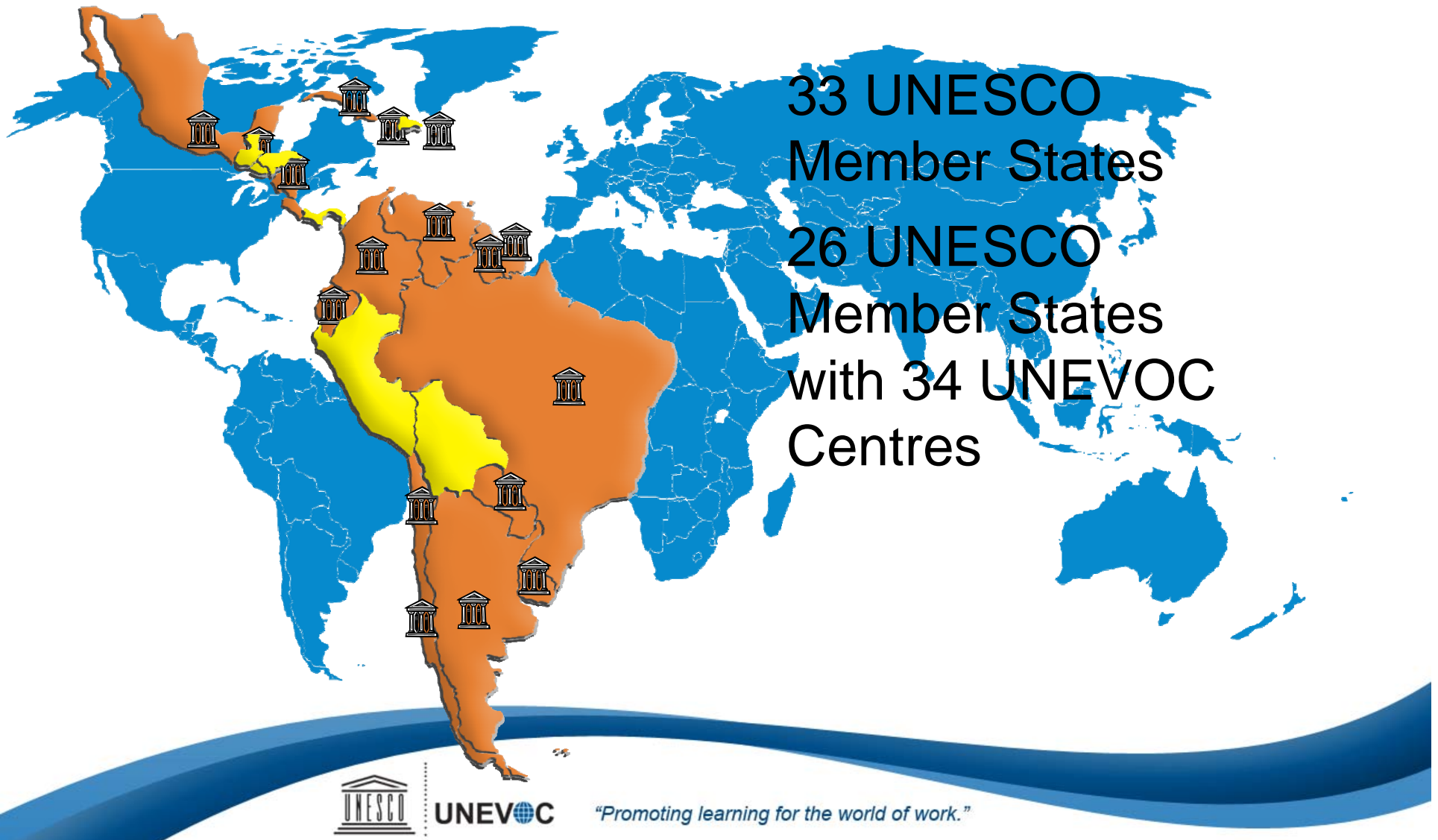


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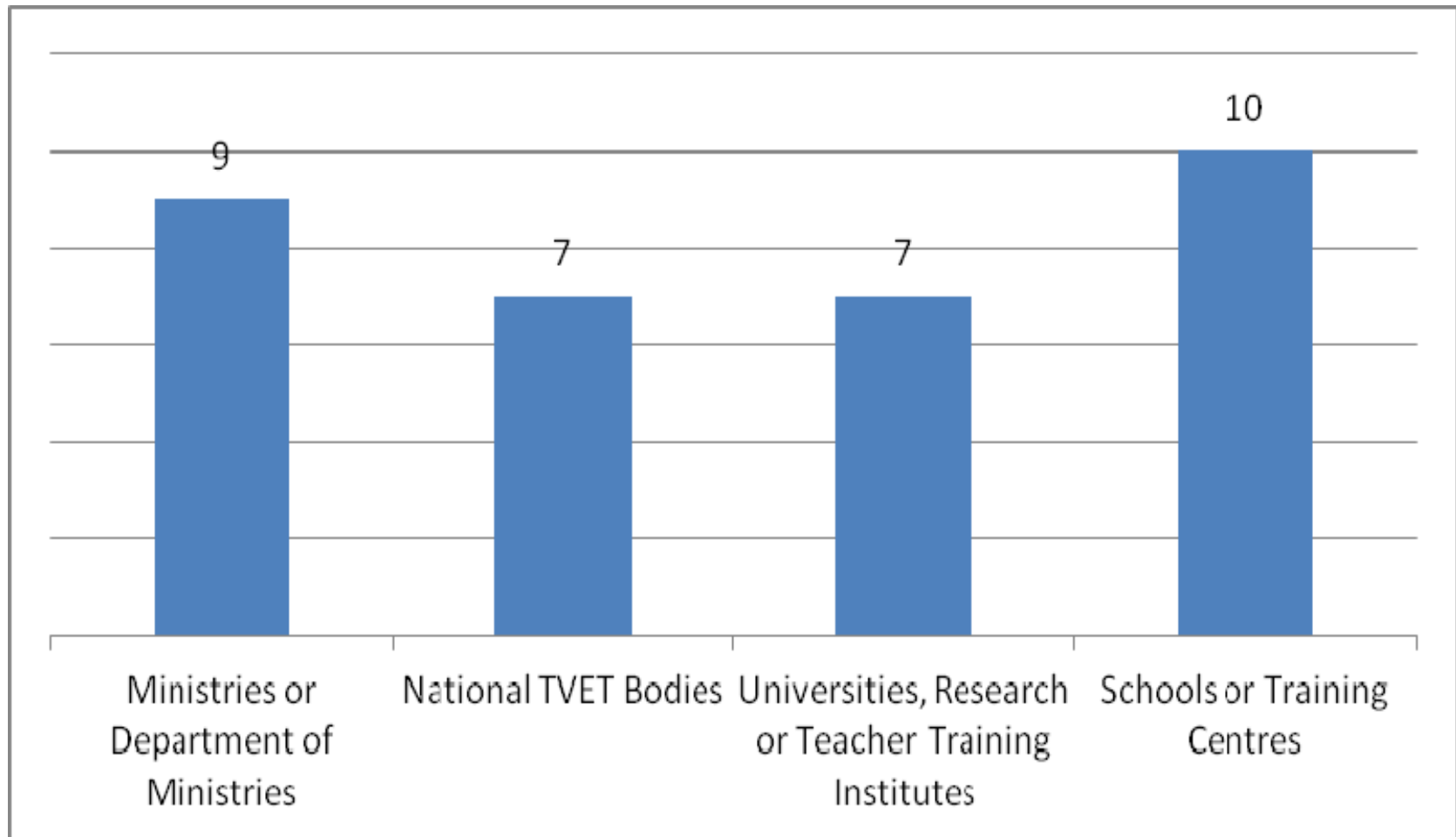
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# Latin America and the Caribbean



## UNEVOC Centres in Latin America and the Caribbean Region 4 different categories



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# Importance of the function:

- The potential the Centres and the Network:
  - Community development,
  - serving different stakeholders:
    - departments of vocational education in the Ministries of Education and Labour,
    - public and private centers



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# Issues and challenges:

- Second level type of education;
- Lack of resources;
- Teachers preparation inconsistent;
- Lack between delivered education and world of work needs
- Theory X practice
- Education isolation



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# Strengthen UNEVOC network

## Communities of practice - *Etienne Wenger*

Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.

- *Construct the same repertoire*
- *Establish common objectives*
- *Mutual engagement*



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